**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_7th grade ELA Teachers\_\_\_\_\_\_\_ **Grade/Course:** \_7th ELA D**ate:** Day Five\_\_\_\_

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| **Unit Title: Two Sides of Every Story** | | **Corresponding Unit Task: Strength in Voices** |
| **Unit EQ(s):** | How do different authors portray the same historical events or time periods in different ways?  How do different authors writing about the same topic shape their presentations of topics?  Why is it important to study historical events from a variety of perspectives? | |
| **Essential Vocabulary** | **Civil Rights Movement-** <http://dictionary.reference.com/browse/civil+rights+movement?s=t>  **Vietnam War**- <http://dictionary.reference.com/browse/vietnam+war?s=t>  **Simile-**A comparison between two unlike things using a word such as like or as  **Metaphor-**A comparison between two unlike things in which one thing becomes another thing.  **Onomatopoeia-**The use of a word whose sound imitates or suggests its meaning.  **Audience-**the person or group for whom a selection is written or performed  **Bibliographic information-**sources consulted by a writer while conducting research  **Compare/Contrast Writing-**expository writing that describes similarities and differences between two or more subjects in order to achieve a specific purpose.  **Credible Source-**a source that is worthy of confidence or belief  **Historical Account-**a written work containing text based on history  **Key Event-**the single most important event in a narrative piece  ***Poem/Poetry-****a composition written in verse that often uses rhythm and/or rhyme*  \*Definitions taken from *Holt Elements of Literature* 2006 and *Mentoring Mind Common Core* flip chart | |
| **Materials/Resources** | Laptop/projector; various websites; Copies of stories; white construction paper; colored pencils; | |
| **Activating Strategy/ Bell Ringer** | Flocabulary: Monday, Wednesday, Friday Grammar: Tuesday and Thursday. | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RL 7.9**  **RI 7.9**  **SL 7.2**  **L 7.6**  **I Can Statements:**  I can understand various perspectives of a historical event.  **Instructional Plan:**   1. Finish Found Poem and Illustration 2. Present Poem to the class | |
| **Closing/Summarizing Strategy** | Return to the KWL Chart and fill in additional information that has been learned this week. | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| Continued from previous day | Continued from previous day | Continue vocabulary |
| **Assessment(s)** | **Completed Poem and Class Presentation** | | |
| **Reflection** |  | | |